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| **Halifax County Schools Elementary School Lesson Plan** | | | | | | | | | | | |
| Subject: ELA | **Teacher:** | | | **Grade Level: Second Grade** | | | | | | **Date(s):**  **September 26 – September 30** | |
| **Curriculum Area:**  Reading and Writing | Reading 3D assessments run Sept. 3 - Sept. 21  NWEA MAP testing begins.  (September 14 – October 2)  Testing schedule determined by individual schools. | | | **I Can Statements /Learning Targets**  I can use text evidence to answer questions.  I can answer questions to show I understand important details in a story.  I can ask questions to show I understand important details in a story.  I can understand science steps and ideas in nonfiction.  I can participate in discussions with my teachers and classmates.  I can write about an event in my life. | | | | | |  | |
| **Content :**  Common Core Standards & Essential Standards | **RL 2.1** – Ask and answer, such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  **RL 2.7 –** Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot  **RI 2.1 –** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  **RI 2.7 -** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text Integrate this into science and social studies units  **RF2.3 –** Know and apply grade-level phonics and word analysis in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. ( team vowels)  **RF 2.4a –** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.  **RF 2.4** b – Read on-level text orally with accuracy, appropriate rate,, expression on successive readings.  **W 2.3 -** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  **SL 2.1 A, B, C-** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  **A.** Follow agreed-upon rules for discussions  **B.** Build on others’ talk in conversations by linking their comments to the remarks of others  **C.** Ask for clarification and further explanation as needed about the topics and texts under discussion  **SL 2.2 –** Recount or describe key ideas of details from a text read aloud or information presented orally or through other media  **SL 2.6 -** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  **L2.1a** –Create readable documents with legible print.  **L 2.2a -** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographical names.  **L 2.3 -** Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English. | | | | | | | | | | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?) | Why is it important to ask ourselves questions and seek the answers in the text while reading? | | **Higher Order Thinking/Revised Blooms:** (Questions that will enable students to find connections or extend learning.) | | | | | **Technology Standard**  **2.SE.1.1** Use technology hardware and software responsibly**.**  **2.SE.1.2** Explain why safe use of electronic resources is important.  **2.SE.1** Understand issues related to the safe, ethical, and responsible use of information and technology resources. | | | |
| **Materials:** | <https://www.youtube.com/watch?v=o84ndBQU6vQ>  <http://www.k12reader.com/reading-comprehension/Gr2_Wk2_Pitch_and_Volume_of_Sound.pdf>  Separate lined paper for students to write complete sentence responses for the Pitch and Volume questions  T-chart with 2 columns. One for pictures and the other for the inference. Students can fold a paper long way and create a chart. | | | | | | | | | | |
| **Vocabulary:**  Academic/Content | Inference illustrations Pitch Volume | | | | | | | | | | |
| **Daily Five Activities for the Week** | **Read to Self**  Students read good fit books. Teachers may want to require a product from the reading such as a summary, describe a character, etc.  -Classes with technology may be able to use IPads, laptops, etc. during this time for additional literature | **Read To Someone** | | | | **Listen to Reading** | **Word Work**  [**http://www.kizphonics.com/phonics-program/1st-grade-level-2/worksheets/**](http://www.kizphonics.com/phonics-program/1st-grade-level-2/worksheets/)  Continue with any past word work students need to review.  Extend activities by having students use vowel team words in extended sentences. | | | | **Work on Writing**  Align writing to science this week. |
| **Monday**  **Subject Integration:**  Science | **Whole Group**  Mini lesson (vowel teams)  Review vowel teams with <https://www.youtube.com/watch?v=o84ndBQU6vQ>  ***Reading Informational text***  -Use this worksheet/text to align science with ELA.  <http://www.k12reader.com/reading-comprehension/Gr2_Wk2_Pitch_and_Volume_of_Sound.pdf>  Students are reading to be to answer questions about a text. Read whole group for the first read. Have students annotate on the text as you model. Save questions for Tuesday. | | | | **Small Group**  Share/model any new expectations or work station assignments.  -Teacher monitors rotations as needed.  -Students rotate to word work or read to self for second rotation  -Teacher pulls students for assessments during this time as needed | | | | **Independent Work** | | |
| **Tuesday**  **Subject Integration:**  Science | **Whole Group**  ***Reading Informational text***  -Revisit the passage from Monday’s lesson  -Have students reread text in partner groups assigned by teacher.  -Model answering the first question with the class  Close by reviewing expectations for independent work. | | | | **Small Group**  Share/model any new expectations or work station assignments.  -Teacher monitors rotations as needed.  -Students rotate to word work or read to self for second rotation  -Small group guided reading can begin based on Reading 3D assessments. | | | | **Independent Work**  Students work on the questions independently from Pitch and Volume | | |
| **Wednesday**  **Subject Integration:** | **Whole Group**  ***Reading literature***  ***-***Review Inference Song  .<http://ccss2.watchknowlearn.org/Video.aspx?VideoID=29854&CategoryID=8959>  -Using the book, Chicken Sunday to align to diverse friends and family, share the video clip and pause the video to have students fill in the T-Chart for pictures and inferences. | | | | **Small Group**  Share/model any new expectations or work station assignments.  -Teacher monitors rotations as needed.  -Students rotate to word work or read to self for second rotation  -Small group guided reading rotations will be determined by each individual teacher. Align this instruction to instructional standards and student needs | | | | **Independent Work** | | |
| **Thursday**  **Subject Integration:** | **Whole Group**  ***Reading literature***  -Revisit the video Chicken Sunday to review answering questions.  -Create questions based on the inferences from Wednesday’s lesson. Assign 1 question to each group of students and have them answer the question in their group.  -Students share out their questions and answers with the class.  -Teacher provides oral feedback. | | | | **Small Group**  Share/model any new expectations or work station assignments.  -Teacher monitors rotations as needed.  -Students rotate to word work or read to self for second rotation  -Small group guided reading rotations will be determined by each individual teacher. Align this instruction to instructional standards and student needs | | | | **Independent Work** | | |
| **Friday**  **Subject Integration:** | **Whole Group**  Teacher uses a SchoolNet, Reading A-Z or readworks.org passage to assess standards for the week.  . | | | | **Small Group** | | | | **Independent Work**  Students complete assessments independently. | | |
| **Reflection-Checking for Understanding**  Students in need of remediation:  Action/Activities: | | **Reflection-Checking for Understanding**  Students on target:  Action/Activities: | | | | | | | **Reflection-Checking for Understanding**  Students who need enrichment:  Action/Activities**:** | | |